P
Univ
G

DECEMBER, 1926

Bulletin of the University of Georgia

Volume XXVII Number 1

Phelps-Stokes Fellowship Studies No. 8

LIBRARY
APR 1 1927
UNIVERSITY OF TORONTO

A Study of Ideals, Intelligence and Achievements of Negroes and Whites

By James R. Patrick

Entered at the Post Office at Athens, Ga., as Second Class Matter, August 31, 1905, under Act of Congress of July 16, 1904. Issued Monthly by the University.

Serial No. 411

Price 40 Cents

The University of Georgia publishes the special series listed below:

ADDRESSES.

Chiefly those delivered on the occasion of anniversary, commencement, or other special convocations.

PHELPS-STOKES FELLOWSHIP STUDIES.

The published results of work done toward a "scientific study of the negro and his adjustment to American civilization" by holders of the fellowship established in 1912 by Miss Caroline Phelps Stokes. *A list of those published thus far is given on the back inside cover of this study.*

STUDIES.

Original work by members of the University of Georgia faculty. So far as published, these Studies are chiefly in the field of Southern history.

Orders, and communications concerning exchange, should be addressed:

University Librarian, General Library, University of Georgia, Athens, Georgia.

All special series, and catalogues, departmental announcements, etc., issued in the University Bulletin series are sent to libraries with which the General Library has exchange arrangements.

Single numbers of any of the above series of publications will be sent on application, so long as available, to citizens of Georgia. These requests should be addressed:

Chairman of Research Committee, University of Georgia, Athens, Georgia.

A Study of Ideals, Intelligence and Achievements of Negroes and Whites

By James Ruey Patrick, M. A.
Phelps-Stokes Fellow in the University
of Georgia, 1925-1926

A thesis presented to the Faculty of the
University of Georgia
in partial fulfillment of the requirements
for the degree of Master of Arts

TABLE OF CONTENTS

Chancellor's Foreword 3

Preface 4

Introduction 5

Some Results of Other Studies 8

Some Studies of Ideals 14

Tables 24

Bibliography 35

Appendix A 37

Appendix B 44

CHANCELLOR'S FOREWORD

The Phelps-Stokes Fellowship was established for the purpose stated in the following resolutions:

"Whereas, Miss Caroline Phelps Stokes in establishing the Phelps-Stokes Fund was especially solicitous to assist in improving the condition of the negro, and

"Whereas, It is the conviction of the Trustees that one of the best methods of forwarding this purpose is to provide means to enable southern youth of broad sympathies to make a scientific study of the negro and of his adjustment to American civilization,

"Resolved, That twelve thousand five hundred dollars ($12,500) be given to the University of Georgia for the permanent endowment of a research fellowship, on the following conditions:

"1. The University shall appoint annually a Fellow in Sociology, for the study of the Negro. He shall pursue advanced studies under the direction of the departments of Sociology, Economics, Education or History, as may be determined in each case by the Chancellor. The Fellowship shall yield $500, and shall, after four years, be restricted to graduate students.

"2. Each Fellow shall prepare a paper or thesis embodying the result of his investigations which shall be published by the University with assistance from the income of the fund, any surplus remaining being applicable to other objects incident to the main purpose of the Fellowship. A copy of these resolutions shall be incorporated in every publication issued under this foundation.

"3. The right to make all necessary regulations, not inconsistent with the spirit and letter of these resolutions, is given to the Chancellor and Faculty, but no changes in the conditions of the foundation can be made without the mutual consent both of the Trustees of the University and of the Phelps-Stokes Fund."

CHAS. M. SNELLING,
Chancellor.

PREFACE

To Dr. A. S. Edwards for guidance, direction, and helpful suggestions in making this study I owe much; also, for the use of the advanced students in the Psychology Department in scoring and tabulating data I am indebted to him. To Dr. George A. Hutchinson for his keen sympathetic understanding and invaluable suggestions in devising a test for Ideals I am indebted.

Thanks are due Miss Pattie Hilsman, Principal of Childs Street (White) School for the use of the 7th grade students in making this study. Thanks are due Principal S. F. Harris of the Colored School (Reese St.) for the use of the 7th grade students there. Both gave full and hearty cooperation, at all times, for which the author is grateful.

I wish to thank the advanced students in the Psychology Department for taking, scoring and criticising my test and aiding in other ways, especially in the compilation and computation of data.

Mention should be made of Miss Kate Hicks, Principal of the Practice School at the State Normal School, for allowing me to try out my test on the 7th grade pupils there.

It is a pleasure to make these acknowledgements.

JAMES R. PATRICK.

Athens, Georgia,
September, 1925.

INTRODUCTION

The University of Georgia and the University of Virginia each has $12,500 from the Phelps-Stokes Fund (Peabody College was given $10,000) the annual proceeds of which ($500) are to go to a student appointed by a committee of the Faculty, who will make a study of the negro race relations. The proceeds of the Phelps-Stokes Fund at the University of Georgia have made this study possible.

Concerning the Funds definitely interested in the education and welfare of the negro, including the Phelps-Stokes Fund, I quote the following:

"Of the nine Funds interested in the education and welfare of the negro, five have developed a correlation of activities that adds much value to their work. These five are the General Education Board, the Slater Fund, the Jeanes Fund, the Phelps-Stokes Fund, and the Rosewald Rural School Building Donations."—Negro Educational Bulletin, Bulletin 38, 1916. Bureau of Education, Washington, D. C.

Ellwood, speaking of the negro in the United States, says that intelligent cooperation on the part of the leaders, both negro and white, is necessary to bring about social adjustment. Many educators and students of the race problem say that the negro is here to stay and that we should, together with his cooperation, work out a policy in dealing with him that will benefit both white and black. Probably, what aids one race in securing better social adjustment will aid the other. There is an ethical problem involved concerning the negro also, passed on as a social heritage, for if we read history aright, pecuniary and domestic gains were, in a measure, responsible for the negro being here. Much depends upon the point of view that we take regarding the problem of negro relations. We contend this much from our knowledge of this problem, as with many other social problems that need adjustment, that we should know all the facts that we can know about the negro, as a people, and in the light of these facts plan and put forth our share of the present and future program for social adjustment with respect to the negro as a race. We are presenting the facts as gathered in making this study. Whether or not intelligent use be made of these facts, and other facts gathered in this field, is not our special problem; although as citizens and students of a commonwealth and nation it is highly desirable that we make use of them.

There are at least two recognized approaches to the study of a problem of race relations. One approach is essentially subjective; the other approach is that of the experimentalist. The former approach uses questionnaires, interviews and observations as a means of gathering data. The latter approach uses objective measurements. Both methods of approach have their strong points as well as their weak ones. Perhaps neither tells the whole story when dealing with human beings. Most of the local studies made heretofore have been based on the subjective approach. I am choosing to attack the problem of the negro in his relations to the whites from the point of view of the experimentalist; using objective measurements in collecting my data for this study.

The study is of Ideals, Intelligence, and Achievements of two groups of students, 47 negroes and 47 whites, in the public schools of Athens, Georgia. It is timely that a word be said about each of the three things mentioned in the title.

Intelligence. Intelligence is, without doubt, one of the most important factors in determining man's civilized status. Other conditions, it is true, must be favorable for this intelligence to function properly, but nevertheless the ability must be there. It may be that any race, say the negro, makes progress to the extent of its capacity to assimilate the acquisitions of the past. And with a racial consciousness of what is and what has taken place in human experience it directs this progress for the betterment of human society. In all nations or races the degree of civilization has seemed to parallel the degree of intelligence of that nation or race. The Environmentalists say that geographic, climatic, economic and natural wealth were the primary factors in man's progress. The Hereditary School stress innate capacities as the main source of man's progress. Probably, the two are inseparable. J. Arthur Thompson says "nature" and "nurture" go hand in hand. Certainly, the negro's present nurture in America, as a race, is relatively young compared with the whites. But many studies have been made of negro intelligence both in the North and in the South, as will be shown later in a brief summary of these investigations.

Achievements. The importance of achievement cannot be too strongly emphasized. The doing of things has ever been a criterion by which one judges a man's rank in the social order. One may have the genius of an Edison and yet accomplish nothing. To say that a student has an intelligence score of 160 does not mean that he will achieve things on a level comparable with this intelligence rating. There are other factors that enter into accomplishment: interest, attention, habits of work, dispositions, etc. Much interest has been aroused in scholastic grades of late years. This interest seems to be widening. Journals are reporting studies made of high school seniors' grades. Many scientific studies have been made in recent years of college grades and their relation to the college student's mental ability. These studies have been based on teachers' judgments and, as experiments have shown, are not reliable. The achievements of students are beginning to be measured objectively. This is a step toward proper classification of students. However, there is not much scientific literature written on achievements of the negro as a race, and yet we have only to look about us and think through the relatively long period of development and note where he is today in the civilized world, and where he was, say, two hundred years ago. Here, it seems to me, is a fertile field for the diagnostician and experimental pedagogist who is interested in seeing the school adjusted to the child, so that he will be classified properly and the curriculum set on a level that will give each an opportunity for full development of his abilities.

Ideals. Philosophers and educators have been talking about ideals, attitudes, dispositions, etc., for a long time. One has only to examine books on education, literature for the adolescent, Boy Scouts' Codes, and Campfire Girls' Rules to see certain ideals, as Honesty, Trustworthiness, etc., written in large letters. These ideals are diligently taught to students from the kindergarten through high school; even occasionally one hears a college professor propounding to the youths doctrines of "Honesty," "Perserverance," "Honor," etc. Just how much influence these ideals exercise on one we cannot say, but when inculcated in the minds of the youth, they evidently do make a difference in their lives, or at least, the propounders of them think so. Educators everywhere seem to be turning, with critical eyes and experimental methods, to that phase of education which has to do with character formation. Tests have been devised recently to measure such manifestations of the human organism as moral judgments, personality, will-temperament, and the like. Lentz, at Columbia University, has made "Experimental Study for the Discovery of Tests of Character."[1] He postulates seven things that, "Character tests may be expected to do." Voelker [2] has attempted to see if ideals function under certain conditions. His is probably the most extensive experimental study involving ideals yet published. I have made use of this study for suggestions in the preparation of my test for ideals. In fact, I have drawn from his study certain ideals to be tested for. For after examining a great deal of literature written for boys and girls, and also books on education, I am convinced that Voelker has gathered together, in his study, the ideals most generally accepted by society and agreed on by writers and thinkers in this field. I am mentioning these things to show that I am not alone in attempting to make a study involving the very intangible things called ideals.

---

[1] T. F. Lentz, Jr., **Discovery and Development of Tests of Character.** (Teachers College, Columbia University Contributions to Education No. 180, 1925), P. 3, 4.

[2] P. F. Voelker, **The Function of Ideals and Attitudes in Social Education.** Teachers College Publications, Series No. 112.

SOME RESULTS OF OTHER STUDIES

Gross comparisons of negro intelligence with that of whites may easily lead us to false conclusions. It is only when careful studies are made with groups under similar conditions that we are able to judge impartially from the results which of the two races is superior to the other in mental ability. Then too, we must remember that the negroes, by and large, have been tested with tests made for and standardized on white students. Other factors also may enter into the attainment of a certain raw score, or I. Q., on an intelligence test. Keeping these things in mind we are probably in the proper attitude to review a few things found, by other investigators. The evidence obtained by previous studies of the negro and whites seems to favor the whites in the superiority of intelligence. However, the results obtained by the Army Alpha test show that a few negroes received scores high enough to put them in A group. (See Memoirs, National Academy of Science, 1921, vol. 15). But, as R. Pintner reminds us, "the percentage of colored draft reaching or exceeding the mean of the white draft is . . . . probably about 10 per cent."[3]

J. Peterson[4] reiterates in his study a warning previously sounded by Arlitt, regarding too hasty establishment of race norms on poor samplings in race studies. This warning seems timely here concerning the negro.

Carl Murchison and Ralph Gilbert,[5] in a study of 50 negro criminals compared with white criminals in the same penitentiary (Maryland State), have the following to report: "On an average married negro criminals seem somewhat less intelligent than the unmarried, these tendencies being somewhat opposite those of the white criminals in the same prison."

"Among negro criminals, the unmarried migratory men seem to be the superior group, while among white criminals in the same prison the married migratory men are very decidedly the superior group."

---

[3] R. Pintner, Intelligence Testing. Henry Holt and Company. 1923. P. 341.

[4] J. Peterson, **The Comparative Abilities of White and Negro Children.** Vol. 1, Serial 5. (Comparative Psychological Monographs), P. 10.

[5] C. Murchison and R. Gilbert, **Marital Concomitants of Negro Men Criminals.** (The Pedagogical Seminary and Journal of Genetic Psychology, Vol. 32, No. 4), P. 656.

"Among negro criminals there is a greater tendency for the higher literary groups to be composed of unmarried men than probability would lead us to expect."

In another study the same authors (Murchison and Gilbert) on **Some Occupational Concomitants of Negro Criminals,**[6] report the following:

"The occupations requiring considerable training or apprenticeship have been engaged in by relatively more intelligent criminals, while occupations requiring relatively little training or apprenticeship have been engaged in by relatively less intelligent criminals."

This conclusion, the authors state, "is in agreement with the well known facts concerning the relative intelligence of occupational groups in civil life."

Again, "Occupations requiring considerable training or apprenticeship are composed of a relatively larger percentage of individuals twenty-five years old or less."

They also bring out the fact that the more highly trained group has a greater tendency to commit crime against property than the less highly trained group.

In another issue of the Pedigogical Seminary, Murchison and H. Burchfield, in these series of studies,[7] report some things relative to negro intelligence as measured by the Army Alpha test. They report in a study of **Geographical Concomitants of Negro Criminal Intelligence,** the following tentative conclusions:

"Some negro draft groups are superior to some white draft groups in so far as superiority can be measured by the Alpha Test."

"The entire negro criminal population of a given state is inferior to the negro draft from the same state."

Data for these conclusions were taken from studies made in the states of Illinois, Ohio, Maryland, and New Jersey.

"A significant fact brought out in this study, (revealed by other studies, the authors say), is that there is a progressive increase of negro criminal and negro draft intelligence from the Southern States through the border line States to the Northern and Western States."

It is also reported that negro criminals confined in their home states, Illinois, New Jersey, and Maryland, are superior in intelligence to negro criminals confined in these states though born else-where. They (the authors) state that this same disagreement with the white criminal tendencies will be found in further publications.

---

[6] **Op. cit.**

[7] Murchison and H. Burfield, **Geographical Concomitants of Negro Criminal Intelligence.** (Ped. Sem., Vol. 32, No. 1, 1925), P. 44.

In a study of religion of male negro criminals, Murchison and Gilbert state that negro Catholics seem to be more intelligent than those of other denominational groups. They found quite the opposite true in cases of white criminals.

In these series of studies, excerpts from which are quoted above, the intelligence rating of negro and white criminals are based on Army Alpha scores.

It might be interesting to "follow up" a study of the ideals, attitudes, and moral judgments of these same groups.

S. M. Derrick, in **A Comparative Study of Intelligence of Seventy-five White and Fifty-five Negro College Students by the Stanford Revision of the Binet-Simon Scale,**[8] has the following to report on negro intelligence as compared with that of whites:

"The negro college student is older than the white; and according to the C.A. (chronological age) he is more retarded."

"The white college students have a higher average (I.Q.) than that of the negroes,—their average being nine points higher."

"The college work of students (white) is inferior to their ability as measured according to the test."

We do not know just how Derrick arrived at a correct measurement of the work of these college students in order to say that it is inferior.

"There is a lower degree of correlation between the school success and intelligence quotients of the negroes than between the schiol success and intelligence quotients of the whites; the coefficient of correlation of the former being .50, and that of the latter being .70."

One more statement from this study, as follows:

"It seems that the negro is better in memory and in concrete and routine problems than in those that involve mental abstraction and reconstruction."

R. Pintner[9] devotes a whole chapter to the discussion of intelligence of the negro. He gives some results from many studies, for example, Mayo's study of Negro High School students in New York City. According to Pintner this study brings out the fact that negro students are only about three-quarters as efficient as the whites, that is, twenty-nine per cent of the colored students reach or surpass the median rank of the white students.

---

[8] S. M. Derrick, **A Comparative Study of the Intelligence of Seventy-five White and Fifty-five Negro College Students by the Stanford Revision of the Binet-Simon Scale.** (Reprint, Journal of Applied Psychology, Dec., 1920, Vol. IV), P. 316-329.

[9] R. Pintner, **Intelligence Testing.** P. 337-345.

Again, using the Binet-Simon Test, on one hundred repeaters, Lacy found the intelligence of the whites superior to that of the negroes. This study, also, brings out the fact that the median I.Q. of the negro lies between 80 and 90, while that of the whites is probably between 90 and 100.

"The best comparison, by means of group tests of adults," states Pintner, ". . . . the widest and most convincing comparison of negroes and whites in general is to be found in the Army data."[10]

After giving results from other studies, Pintner briefly summarizes by saying that "all results show the negro decidedly inferior to the white on standard intelligence tests." "These results are sufficiently numerous, and consistent to point out a racial difference in intelligence." He further states that, "no qualitative difference in intelligence between the two races can explain this marked quantitative difference."[11]

Probably one of the most extensive studies in this field was made by Prof. Peterson and his co-workers. This study[12] has much to report. Prof. Peterson reviews the work of other investigators of race differences. Results of studies of races other than the negro are given; however, we are concerned only with the latter here. Some of the things reported in this monograph I have already mentioned, drawn from the original studies, hence they will be omitted here.

"While intelligence testing," says Prof. Peterson, "is a comparatively recent development in psychology, and scientific testing of the negro dates back only a little over a decade, and few early attempts were made by experimental methods to find out something of the abilities of the negro as compared with those of the white man, much has been done."[13]

The author then touches briefly upon the investigations of Bache, Smith, Stetson, McDonald, and others. Peterson states it is Ferguson's opinion that all studies of the negro prior to 1900 are practically of no positive value.

The study of Phillips (1911), made in the elementary schools of Philadelphia, showed that the negroes were so much retarded that the question arose as to whether the curriculum of a school adapted to whites was not adapted to negroes. Peterson's comment is, "The mentality differences found by Phillips have been supported by a number of other Binet test researches."[14]

---

[10] R. Pintner, **Intelligence Testing.** P. 340.

[11] P. 345.

[12] Joseph Peterson, **The Comparative Abilities of White and Negro Children.** (Comparative Psychology Monographs, Vol. 1, Serial No. 5), P. 3ff.

[13] J. Peterson, **Comparative Abilities of White and Negro Children.** (Comparative Psychology Monographs. Vol. 1, Serial No. 5.) P. 3.

[14] **Op. cit.**

The author further states that Mayo studied the school records of 150 colored pupils in the New York City High Schools, comparing the records with those of an equal number of white students representing possibly similar samplings. The study of Mayo showed that 27 per cent of the whites equalled or surpassed the median age for the negroes; that the average time spent in high school was 3.8 terms for whites and 4.5 terms for negroes, with 28 per cent of the whites taking at least as much time as the average time of the negroes. Peterson states, however, "There is little room to doubt that the negro sample was the more highly selected one."[15]

In 1916, Miss Sunne, of New Orleans, made a study of 126 negroes and 112 whites. She paid special attention to so-called qualitative differences. But Peterson adds that Miss Sunne's report is not easy to interpret in terms of comparison of race groups of equal age. However, it appears that the whites were only slightly superior to the negroes.

I have mentioned already the admonition of Arlitt on drawing hasty conclusions on too few samplings.

In another study by Arlitt, 243 negro children, 129 boys and 114 girls, of whom 180 were selected at random from the playgrounds and the public and private schools of New Orleans and 63 from schools in the neighborhood of Philadelphia, were tested with the Stanford Revision of the Binet test. "The object of this study," says Peterson, "was to determine whether the I. Q.'s of the negro remained constant as is the case in general with the whites, The results showed a constant dropping of the I. Q.'s from 1.0 for the youngest group through 0.91, 0.86, 0.84 to 0.79 for the oldest group."[16]

Again he says, "There were no sex differences revealed, though the girls seemed slightly better than the boys in the youngest group." Further, "The falling of the I. Q. with the age may be due to inferior school conditions. . . ." "It must not be forgotten that the scale was standardized on white children."[17]

I am wondering just what Prof. Peterson means when he says, "due to inferior school conditions." Do tests measure something we call intelligence that manifests itself at different levels of school conditions? Or, in other words, do they measure responses, consequences, the antecedents of which are superior (inferior) school conditions?

Commenting on Ferguson's study made in 1914 of negro school children in Richmond, Fredericksburg and Newport News, Virginia, the author (Peterson) states that Ferguson himself thinks that if the groups tested had been perfect samples of the two races and if the negroes had been pure negroes the racial differences would have been much greater. The tests used in Ferguson's investigations were Woodworth and Wells' mixed Relation I and II, a form of Ebbinghaus' completion test, a Cancellation, and one of the Columbia Maze tests.

---

[15] J. Peterson. **Comparative Abilities of White and Negro Children.** (Comparative Psychology Monographs. Vol. 1. Serial No. 5.) P. 5.

[16] **Op. cit. P. 11.**

[17] J. Peterson. **Comparative Abilities of White and Negro Children.** (Comparative Psychology Monographs, Vol. 1, Serial No. 5), P. 11.

From Pressey and Teter's investigation the conclusion is drawn that, "The negroes' average ages in the several grades were ten months above those of the whites, the colored children thus being on the whole nearly one grade behind the whites as to age."[18]

"The army tests have revealed race differences between the negroes and whites that agree with other results in showing considerable inferiority of the negroes."[19]

Much more is found in this monograph, but enough has been given to indicate some of the results that have been found by the different investigators.

The Otis advanced examination, the Haggerty and other group tests have been administered with similar results. On the whole it seems that the negro does not measure up to the level of intelligence of the white. Whether they lack innate ability or whether the tests are not suited to them, we cannot as yet say.

I will end this review with a word about the investigation carried out by Prof. Peterson and Miss Harrelson and reported in this monograph.

This experiment was a test for rational learning. The aim was to eliminate as nearly as possible all previous training; that is, the test was to find out what one can do, not what one knows.

Six hundred and thirteen children,—two hundred and eighty-nine whites, and three hundred and fourteen negroes, were tested.

The following comparisons were made:

(1) All white children were compared with all negro children of like ages.

(2) The white boys were compared with the white girls, and negro boys with negro girls.

(3) The negroes were compared among themselves with respect to blood.

The conclusions reached from the results obtained seem to corroborate conclusions drawn from results of other studies. Excerpts from which are given as follows:

---

[18] **Op. cit.**, P. 20.

[19] J. Peterson, **Comparative Abilities of White and Negro Children.** (Comparative Psychology Monographs, Vol. 1, Serial No. 5), P. 11.

It will be seen that combining all criteria by giving equal weight to each one, we get differences in favor of the whites of 2.07, 1.30, and 1.70 P. E. units for children of the 8-, of the 9- and of the 10-year-old groups, respectively. These differences when averaged without weighting by the cases, give a mean difference of 1.69 P. E. of the white distributions, which agrees very closely with the differences obtained with other tests."[20]

Again, "Taking all the criteria of the test together we find the 8-year-old white children to be considerably superior to the 10-year-old negro children, even though, in these groups sixty per cent of the whites are from the poorest white schools tested,—probably some of the poorest in the city,—while ninety-seven per cent of the 10-year-old negroes are from the negro school judged to have the best native ability of the colored schools, one that is near Fisk University."[21]

The partial summary of the studies made of negro achievements is omitted here, due to lack of time and research facilities.

SOME STUDIES OF IDEALS

Perhaps ideals fall under that phase of education called character education. There has been quite a bit of work done in this field recently. In social philosophy and moral education the term ideals is used freely. Dewey says that any education is moral that makes men moral. Probably Dewey is right; much depends on how we define morality.

Paul F. Voelker, in **The Function of Ideals and Attitudes in Social Education**, says, "It seems reasonable that the aims of Social Education should be expressed in terms of ideals and attitudes."[22]

Again, that "An unrealized ideal, with its vague longings and feelings of uneasiness is a subjective element of great potentiality. Its very existence implies a high type of intellectual and moral development, with a capacity for selection and a constructive imagination."[23]

In discussing ideals and attitudes from the neural side and from the side of consciousness Voelker makes a distinction between ideals and attitudes. He says, "When an ideal has become more or less habitual, it is called an attitude."[24] Thus by allowing the factors of habit formation to enter, the distinction is made between the things he calls ideals and attitudes. It appears that for Voelker the attitude, as distinguished from the ideal, is a sort of mind "set" and involves a directive tendency of an automatic or habitual nature. We have thus a genetic development: the ideal, first a highly conscious affair, being acted upon by the law of habit, probably comes to be something in the form of an attitude; and it is in this form that it can be understood to be directive of later behavior.

---

[20] J. Peterson, **Comparative Abilities of White and Negro Children.** (Comparative Psychology Monographs, Vol. 1, Serial No. 5), P. 115.

[21] **Op. cit.,** P. 118, 119.

[22] P. F. Voelker, **The Function of Ideals and Attitudes in Social Education.** (Teachers College, Columbia University, Contributions to Education, No. 112), P. 6.

[23] **Op. cit.,** P. 56.

[24] P. F. Voelker, **The Function of Ideals and Attitudes in Social Education.** (Teachers College, Columbia University, Contributions to Education, No. 112), P. 56.

There are a number of important things brought out in this study by Voelker that seem to warrant the conclusion that ideals and attitudes do play an important part in the control of human conduct. First, from the results of this study Voelker concludes that, ". . . . those groups which have been subjected to scout training have a higher average of trustworthiness per individual than those groups which have not been thus subjected." Again he says, ". . . . the correlation between the scores in the first and second series of tests is considerably higher in the control groups than in the experimental groups, changing some individuals more than others and thus causing a general shifting in their rank in trustworthiness."[25]

These facts seem to support what Thorndike has to say on morality:

"Morality is more susceptible than intellect to environmental influences. Moral traits are often matters of direction of capacities and the creation of desires and aversions. Over them, then, education has a greater sway, though school education, because of its peculiar narrowness of life in the school room, has so far done little for any save the semi intellectual virtues."[26]

In a short period of time with uniform conditions Voelker has shown that ideals can be taught to students and that these ideals will function in a social way.

Bristol, in his Social Adaptation, commenting on J. Mark Baldwin's theory of "Idealization,"[27] says, "The Ideal is formed in response to a felt need." Again, "The very conflict of ideals and interests is . . . . the condition of development." It may be out of this conflict that forces arise that make for stability as well as change of character This change may be progress in the sense of attaining a desired goal, which has the sanction of society and the prestige of the people, or in the opposite direction bringing disfavor upon the individual. However, it is the conviction of the writer that in this state of consciousness lies to a great extent the forces that control the conduct of individuals or groups of human beings in society.

---

[25] **Op. cit.**, P. 120ff.

[26] E. L. Thorndike, **Educational Psychology**. (Teachers College, Bureau of Publication, Vol. 3), P. 313.

[27] L. M. Bristol, **Social Adaptation**, P. 310.

Perhaps we are just beginning to work experimentally in this field; however, from an historical point of view, it certainly is not a new one. And with the present impetus in this field comes a realization of the need for methods in measurements of these things which have to do with morality. This need is being met somewhat. Studies are being made of character traits and those qualities or attributes of neuro-psychic conditions that make for changes in human conduct. Lentz[28] has made an experimental study of the **Discovery and Development of Tests of Character.** In his introduction he makes a striking yet dogmatic statement when he says: "Many common tragedies of life are not traceable to faulty arithmetic nearly so much as to faulty purposes, low ideals, and unsocial attitudes." This may be true, yet he does not give evidence to support the statement.

In the study, Lentz, after stating the why and wherefore of character measurement, postulates seven things that character tests may be expected to do. Briefly, they are as follows: "First, they will force the issue of character education. Second, they will make possible scientific experiment in character development. Third, they will make possible homogeneous classification and adaptation of curriculum and method to suit the child. Fourth, they will make possible basic investigations as to the relative effect of environment and heredity on character. Fifth, outstanding behavior types can be studied, and their correlations, causes and cures discovered. Sixth, vocational guidance can be put upon a more adequate basis. Seventh, personal work in industry will be incalculably advanced." [29]

Lentz used some forty tests on two groups of boys equated for age and intelligence but contrasted in general behavior record. He concludes from his results from these two groups of boys, delinquent and non-delinquent, that there are definite measurable differences.

Many schemes, attempting to measure character traits, have been put forth recently. These schemes range all the way from questionnaires to real tests using objective methods of scoring. But only those using objective measurements seem to gain favor in the scientific world. It is possible that other schemes are valuable, but unless we can resolve things into mathematical quantities and make use of formulae we do not seem to be able to use much of the data. Perhaps we are just trained that way. Anyway, in some of the earliest test literature in character education we find the Downey Will-Temperament . This test, according to some critics, is not very successful, except in the hands of its author. Other tests that did not seem to gain favor were the "Association" tests, tests of "Motor-Activity," and tests of "Information."

---

[28] T. F. Lentz. **Discovery and Development of Tests of Character.** (Teachers College, Contributions to Education, Series No. 180), P. 1ff.

[29] T. F. Lentz. **Discovery and Development of Tests of Character.** Teachers College, Contributions to Education, Series No. 180), P. 4, 5.

One has only to examine current psychological journals and literature to see that the number of tests in this field has increased by leaps and bounds. But until now there seems to be no one test that is entirely satisfactory. However, many tests are still in the progressive stage.

May and Hawthorne, in **Objective Methods of Measuring Character,** [30] enumerate a number of things character tests are supposed to test for, such as attitudes, interests, ethical discrimination, moral judgment, instincts, emotions, etc. This study also raised the question of the testing technique used. The authors then group the tests indicating at least twelve methods of procedure that are being followed. Also they analyze the scoring schemes and finally they discuss the reliability of such tests.

In discussing the validity of tests of this kind they raise three timely questions: "First, how well does each test measure what it claims to measure? Second, what is the evidence of this? Third, if it does not measure what it claims to measure, then does it measure anything at all? If so, what, and how well?" To these very pertinent questions I should like to add one other: will we ever know just what the thing is after we have measured it? However, thought and effort are being put forth and that is a hopeful sign. Probably out of much chaff a grain or two of wheat will be found. And who knows how much fruit these may bear, in the field of moral education, when planted in fertile soil?

One other study I shall mention and that is **Character Education Methods.** [31] This "Iowa Plan" is a research work, for a prize of $20,000, (Awarded to Iowa). This "Plan" is highly suggestive to the student in the field of moral education. However, I am only referring to it here, since the method (project) used does not involve the objective measurements required of this study.

I end this partial review by a quotation from Bagley on **ideals and education,** as follows: "To transmit worthy ideals from generation to generation is the prime task of Education." (Bagley, Educational Values, P. 45.) An ambitious task, you say, yet a quite laudable one.

---

[30] May and Hawthorne, **Objective Methods of Measuring Character.** (Ped. Sem., Vol. 32, No. 1, 1925), P. 43.

[31] **Character Education Methods. The Iowa Plan,** 1922.

1. Problem: A Study of Ideals, Intelligence and Achievements of Negroes and Whites.
2. Method and procedure:

Subjects: I have chosen for this study pupils of the 7th grade age for two reasons: (1) The tests used are probably better adapted to students of this age. (2) Due to a number of factors, economic, social, and educational, there seems to be a pronounced elimination among negro students upon leaving elementary school and entering high school. Only a select few ever attain high school levels, here in the South, and still fewer enter college. Thus, by taking students of the 7th grade we come nearer getting a more representative sample. This elimination is not so pronounced among the whites.

A total of 94 children were tested, 47 whites and 47 negroes, of both sexes. The white group was composed of 23 boys and 24 girls. The girls conspicuously outnumber the boys in the negro group (29 girls and 16 boys), but this fact could not be remedied, as all students doing 7th grade work in this school were taken. Both groups seem to be fair samples. This is shown by the fact that of the total enrollment (135 pupils) doing 6th and 7th grade work in Reese Street (Negro) School, 47 were used, or about 36 per cent. In Childs Street (White) School, all students doing 6th and 7th grade work, in the city, have been centralized. The total number in this school is 350; of this number 110 are 7th graders. 47 of these were used, or 42 per cent of the 7th graders, but only 14 per cent of the total enrollment.

Place: This study was made in Athens, Georgia, for the simple reason that pupils, available in the public schools, were easily reached from the University, the University being located at Athens, Georgia.

Tests Used: **Intelligence:** To measure the mental ability of these two groups the Otis Self-Administering Test, Intermediate Examination, Form A, was selected for the following reasons: (1) High correlation with other tests; (2) Ease of administration and scoring; (3) Flexible time limit; (4) Ease of figuring I. Q.'s, etc. (See page 12, manual of directions.)

The test was administered to the whites on March 9th. This test was administered to the negroes on March 11th.

Achievement: To measure the achievements of these two groups, the Stanford Achievement Test, Advanced Examination, Form A, was used. This test is meant to measure the achievements of pupils, in the different school subjects, between the ages of two and eight. There are nine tests in this battery, and to eliminate undue fatigue the administration of it was divided into three sittings, according to the time schedule given.

First sitting, Tests 1, 2, and 3, total 48 minutes. Second sitting, Tests 4, and 5, total 42 minutes. Third sitting, Tests 6, 7, 8, and 9, total 50 minutes. The first sitting took place with both groups March 16th. The second sitting took place with both groups March 17th. The third sitting took place with both groups March 19th.

The tests were then scored for all pupils and the educational age and grade obtained, from the profile chart, for each subject. Also, the E. Q. (Educational Quotient) was found by dividing the E. A. (Educational Age) by the C. A. (Chronological Age). The Stanford Achievement Test is a standardized test, and probably the most reliable and the most commonly used test of its kind.

Ideals: The Ideals test is of my own device, worked out for the purpose of making a bit of a contribution, at least as regards method, in a new field. It is a multiple-choice test containing fourteen exercises, thirteen of which were scored and the data used. The last exercise was not at all satisfactory to the writer, neither did the scoring scheme fit. Therefore it was omitted.

This test (a copy of which, with scoring key, is appended to this study), is a tentative suggestion for testing ideals. I have selected items under the heads of honesty, trustworthiness, etc., and attempted to work out these items so as to get at different degrees of the thing called honesty, etc., suggested by these items. This aim has not been realized in all cases. To work out a scheme of items that will elicit a response representing a degree of honesty is not easy. For example, it takes a clearer concept of what honesty is to make a discriminating choice between whether honesty means, "to work hard to earn one's living," than to answer an item like this: "Does honesty mean to you,—to pay one's just debts?" The former may include illegal occupations such as "bootlegging" and yet the operator may be working sixteen hours a day to earn a living for himself and his family. Again, take item (g) under honesty, "Does honesty mean to you,—to get one's own lessons?"; or item (i) under the same head, "Does honesty mean to you,—to destroy school property?" In the first case, item (g), the type of honesty is probably individual. In the case of item (i) certainly the good of the group is involved.

There are three responses the student can make to each item, yes, no, and 0 (zero); example as, item (g), "Does honesty mean to you,—to get one's own lessons?"; if the answer be yes, the value is 3; if the answer be no,—1. Take item (i), "Does honesty mean to you,—to destroy school property?"; the subject has, as before, a choice of three responses to this item, yes, no, and 0. If the answer be yes, the value is —3, if no, +2. In all cases an 0 is counted as zero. The scheme of values range from 0 to plus 5 and from 0 to minus 5. A **yes** or **no** is always given a positive or negative value. Thus the items are all given a value, even though one value is zero. And they are worded so as to elicit either **yes, no,** or **O.** The last named, (0), when the item is irrelevant. I am thus assuming that there are certain preferred responses to these items that may be valued positively, and that the antitheses of these preferred responses may be valued negatively. To arrive at a score for each exercise the plus quantities are added, likewise, the minus quantities are added, disregarding the zeros, and the difference is the score for that exercise. The sum of all the scores for each exercise divided by two gives the final composite score. Dividing by two is entirely arbitrary and done in order to get scores more nearly equal to the scores of the other tests.

The ideals tested for are not necessarily my own choice ideals. As stated before, they are selected because they seemed to be agreed upon most generally by writers and thinkers in this field. Probably they are only relative things after all; however that may be, the ones selected are as follows: honesty, trustworthiness, loyalty, service, sympathy, cooperation, initiative, justice, self-control, tolerance, reverence, faith, and perseverance.

Example of Test.—Exercise 1 is inserted here to show the arrangement and nature of the items under the head Honesty. The value of each item is to be found in the scoring scale appended with the test.

Sample:

Ex. 1. Honesty.—Does honesty mean to you—

(a) to pay one's just debts
(b) to pay a debt to some one who has forgotten you owe him
(c) to be forgetful
(d) to be careless
(e) to work hard to earn one's living
(f) to get the better of one in a trade
(g) to get one's own lessons
(h) to cheat on examinations
(i) to destroy school property
(j) to "get by" without paying street car fare

correct responses for items (a), (c), and (h), in Exercise 1.

Does honesty mean to you,—

(a) to pay one's just debts. Ans. **Yes**
(c) to be forgetful. Ans. **0.**
(h) to cheat on examinations. Ans. **No**

For the correct response, **yes**, to item (a), the value is 1 (a quite obvious answer, hence a low value). But suppose the subject should answer **no** to this obvious item the value is minus 3.

For the correct response, **0** to item (c), the value is zero. Forgetfulness may or may not have to do with honesty, therefore zero is correct and this item is counted irrelevant.

For the correct response, **no**, to item (h), the value is plus 2 (probably this item requires a bit more discrimination than item (a), hence, 1 point higher value is given it). But suppose the subject should answer **yes**, then the value is minus 3.

It is a complex system of scoring and by no means perfect, but nevertheless a suggested method of evaluating different responses in the realm of moral values.

Preliminary steps toward standardization. First, the test was submitted to Dr. George A. Hutchinson for criticism. He, also, gave his response to each item. These responses were noted.

Second, the test was submitted to Dr. A. S. Edwards for criticism. He, also, gave his response to each item. These responses were noted.

Third, the author gave his response to each item. These responses, also, were noted, and a comparison of these three sets of responses was then made.

Fourth, the test was administered by the author to a group of seven university students, who were doing advanced work in Experimental Psychology. Their responses were noted and checked with the responses already obtained.

Fifth, the test was administered to an advanced class in Educational Psychology (only 20 out of the class of 55 took the test, however, due to lack of mimeographed tests at this time). These responses were noted and compared with the responses obtained in preceding steps.

Sixth, the test was then administered (on April 6) to 20 normal school preparatory pupils (all that could be had), in the 7th and 8th grades. Their responses were noted and checked with the responses already obtained as before.

By this process I was able to arrive at a preliminary tentative approach to standardization for each item.

I realize that even tentative norms cannot be established with these few taking the test, but I usel all the students available at the time, excepting only my experimental group.

The judgments of Dr. Hutchinson, Dr. Edwards, and the author were relied upon for giving the values to the different responses in the scheme of scoring this test.

There is no time limit to the test. The mimeographed copies were passed out to each pupil with the instructions to read carefully the first page and then begin the test. To complete this test, it required, on an average, thirty minutes.

The pupils were permitted to ask a few questions about some of the words such as tolerance. It seems reasonable to expect that out of this collection of words some would be too difficult for a few of the students, since the test had not been tried out on a large number of subjects of this age. However, it was the author's attempt to put all items, as nearly as possible into the language of students ranging from grades 7 to 9.

We recognize of course that this test is only in a preliminary state, and it may or may not test for ideals alone. We only hope that a method is suggested by which a means may be had for measuring the ideals that are being impressed on the minds of boys and girls of high school ages.

This Ideals Test was administered, by the author, to both experimental groups on April 13th.

Conditions: The health and attitude of both races was normal, so far as the examiner could observe; that is, symptoms of infectious and chronic diseases recognizable to the layman were absent. A few cases of colds were noted; but no cases of marked physical defects were observed. Despite the fact that the white children are tested often, they showed no signs of antagonism. The negro pupils displayed just noticeable signs of being ill at ease at first, but when assured by the examiner that whatever they did, it would not affect their scholastic standing they appeared eager to take the tests. Nevertheless, they did not seem to be as familiar with the test material as the whites. The ventilation was good in most cases; when this was not the case the examiner made it so.

The cooperation of the principals and teachers was all that could be desired; in most cases the examiner was left alone in the room with the subjects. It seems safe to say that conditions were made as nearly uniform, for both groups, at each examination, as it was possible to make them.

The instructions from the manual, in the administration of the tests, were adhered to at all times.

I shall designate the two experimental groups and tests as follows: Group A, negroes; Group B, whites; the Tests are numbered I, II, and III. Test I, Intelligence Test; Test II, Achievement Test; Test III, Ideals Test.

Abbreviations used in this study are: C.A.—Chronological Age; M.A.—Mental Age; I.Q.—Intelligence Quotients, as given by the Otis Self Administering Test chart; E.Q.—Educational Quotient, as given by the Stanford Achievement Test chart. The term "Composite Score" is used; when such is the case it means the following: For the Achievement Test it means the sum of the raw scores of the nine tests divided by ten; for the test in Ideals it means the sum of the scores of the thirteen exercises divided by two.

Mean raw scores were used for finding the average, standard deviations and coefficients of correlation in this study.

3. Results.

Table 1 shows data complete for Group A (negroes). This table shows the range of intelligence scores for Group A to be from 7 to 40; the range of achievement scores to be from 30.8 to 64.0; the range of ideals scores to be from 51 to 108. The C.A. of the negroes range from 12 years and 3 months to 16 years and 11 months.

TABLE 1—GROUP A (NEGROES)

		Test I			Test II				Test III
Subject	C. A.	Score	I. Q.	E. Q.	Composite Score	Ed. Age	Normal C. A.	Grade	Composite Score
1	13-5	40	94	90	52.7	12-1	12-1	6.3	108
2	14-1	39	91	92	61.7	13-0	13-0	7.3	108
3	12-3	30	91						83
4	12-11	29	86	89	46.8	11-7	11-7	5.7	87
5	15-7	40	85						
6	14-9	36	85	87	59.6	12-9	12-9	7.1	80
7	13-0	29	85	91	49.6	11-10	11-10	6.0	84
8	15-4	36	82	70	36.0	10-9	10-9	4.8	69
9	13-4	26	80	95	59.0	12-8	12-8	7.0	86
10	13-11	27	79						85
11	14-3	28	78	89	59.5	12-9	12-9	7.1	
12	13-0	22	78	93	53.4	12-1	12-1	6.3	87
13	16-4	34	77	78	60.3	12-9	12-9	7.1	99
14	13-10	26	77	93	56.8	12-6	12-6	6.7	100
15	13-6	22	76	84	44.8	11-5	11-5	5.6	58
16	12-11	19	76	96	46.3	11-6	11-6	5.7	74
17	15-6	30	75						81
18	14-4	25	74	88	59.9	12-9	12-9	7.1	
19	14-6	25	73	95	53.8	13-2	13-2	7.4	73
20	14-7	25	73	92	48.9	11-10	11-10	6.0	90
21	12-9	16	73	95	53.8	12-2	12-2	6.4	99
22	16-10	29	72	74	57.9	12-7	12-7	6.8	
23	16-2	28	72	71	45.9	11-6	11-6	5.7	
24	15-8	27	72	73	46.9	11-7	11-7	5.7	
25	14-9	23	71	84	64.0	13-3	13-3	7.5	73
26	16-6	21	70						
27	16-0	23	67	64	45.6	11-6	11-6	5.7	70
28	14-11	20	67	77	47.0	11-7	11-7	5.7	
29	14-8	19	67	86	57.2	12-6	12-6	6.7	80
30	13-6	14	67						57
31	13-7	14	67	85	46.9	11-7	11-7	5.7	64
32	16-4	23	66	68	42.2	11-2	11-2	5.3	
33	15-11	22	66	73	48.6	11-9	11-9	5.9	81
34	15-1	19	66	78	47.6	11-8	11-8	5.8	71
35	14-9	17	65	71	32.7	10-6	10-6	4.5	96
36	13-2	10	65	81	35.6	10-9	10-9	4.8	63
37	16-1	19	63						102
38	14-4	12	62	86	55.6	12-5	12-5	6.6	74
39	16-5	18	61	70	46.0	11-6	11-6	5.7	52
40	16-3	16	60	68	41.5	11-2	11-2	5.3	90
41	14-2	10	60	82	47.9	11-8	11-8	5.8	67
42	15-0	11	58	73	41.3	11-1	11-1	5.2	82
43	14-9	11	58	81	49.8	11-10	11-10	6.0	87
44	16-1	13	57	74	51.2	11-11	11-11	6.1	74
45	16-11	12	55	69	48.7	11-9	11-9	5.9	56
46	14-10	7	55	69	30.8	10-4	10-4	4.4	55
47	15-11	8	53	68	37.9	10-10	10-10	4.9	51

TABLE 2—GROUP B (WHITES)

		Test I			Test II				Test III
Subject	C. A.	Score	I. Q.	E. Q.	Composite Score	Ed. Age	Normal C. A.	Grade	Composite Score
1	12-0	62	120	125	73.4	14-8	14-9	8.6	100
2	11-9	56	120	127	74.6	14-11	15-4	8.9	112
3	12-4	59	119	129	82.5	15-11	11	10	103
4	12-0	55	117	110	64.0	13-3	13-3	7.5	42
5	12-1	53	115	129	79.4	15-6	17	9.5	87
6	13-2	59	114	123	86.3	16-3	17	10	112
7	12-7	56	114	127	85.9	14-9	17	10	67
8	12-11	57	114	114	74.1	13-8	15-0	8.8	75
9	12-3	53	113	109	67.2	14-11	13-8	7.9	112
10	13-6	59	112	113	74.7	13-3	15-4	8.9	
11	12-9	53	111	104	64.2	13-3	13-3	7.5	108
12	12-5	50	110	107	64.1	12-11	13-3	7.5	92
13	12-2	48	109	106	61.1	16-2	12-11	7.2	107
14	13-1	52	107	123	84.5	14-8	17	10	93
15	12-8	48	106	117	72.5	13-2	14-9	8.6	125
16	13-3	50	104	99	62.8	14-4	13-2	7.4	88
17	12-6	46	104	114	71.2	14-2	14-4	8.4	84
18	13-4	48	102	106	69.5	12-11	14-2	8.2	93
19	12-9	44	102	112	69.8	14-2	12-11	7.2	57
20	12-7	44	102				14-2	8.2	108
21	13-2	47	102						106
22	12-10	43	101	96	46.4	11-6	11-6	5.7	35
23	12-5	42	101	119	74.1	14-9	15-0	8.8	
24	14-0	47	98	87	53.6	12-2	12-2	6.4	82
25	12-8	40	98	102	61.8	13-0	13-0	7.3	61
26	13-4	43	97	98	62.7	13-2	13-2	7.4	
27	17-6	54	97						
28	13-7	43	96	89	54.4	12-2	12-2	6.4	78
29	14-5	47	96	93	64.5	13-5	13-5	7.6	70
30	13-3	40	94	98	62.0	13-0	13-0	7.3	79
31	13-2	37	92						96
32	14-4	42	91	93	64.2	13-3	13-3	7.5	97
33	15-1	44	90	91	67.8	13-10	13-10	8.0	104
34	13-3	34	88	107	70.2	14-2	14-2	8.2	90
35	14-10	40	87	83	54.7	12-4	12-4	6.5	81
36	12-3	24	85	99	43.4	11-3	11-3	5.4	71
37	13-5	31	85	93	58.1	12-7	12-7	6.8	86
38	13-10	32	84	97	66.1	13-6	13-6	7.7	70
39	13-7	30	83	96	62.8	13-2	13-2	7.4	92
40	12-7	24	82	91	44.6	11-5	11-5	5.6	53
41	13-5	25	79	90	53.3	12-1	12-1	6.3	84
42	13-6	24	77	88	50.7	11-11	11-11	6.1	227
43	14-0	26	77	85	52.1	12-0	12-0	6.2	67
44	14-10	28	76	85	59.1	12-8	12-8	7.0	58
45									74
46	13-4	22	76						
47	14-2	26	75	83	50.5	11-10	11-10	6.0	75
	14-10	18	66	77	45.2	11-5	11-5	5.6	38

Table 2 shows data complete for Group B (whites). This table shows the range of intelligence scores to be from 18 to 62; the range of achievement scores to be from 44.6 to 86.3; the range of ideals scores to be from 27 to 125. The ages of the whites range from 11 years and 9 months to 17 years and 6 months. Note the case, 17 years and 6 months, is an extreme one.

Many other things of value may be found in these two Tables, for example, comparisons of whites and negroes in each test for ideals could be made. Other things for the diagnostician are shown. Time will not permit the use of much of this data, but it is hoped that these data will serve as the basis for some further studies.

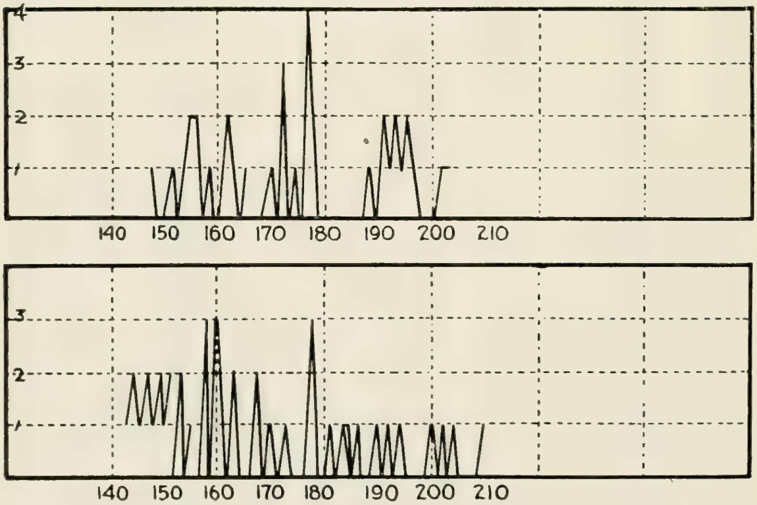
TABLE 3

Chronological Ages (ages in months)

Group B—Whites				Group A—Negroes			
No. of Cases	Median	Mean	Standard Dev.	No. of Cases	Median	Mean	Standard Dev.
47	159	159	12.22	47	177	176	14.76

Comparison of Ages. Table 3 shows the mean age of the negro to be 176 months or expressed in years and months, 14-8. The

FIG. 1. *Graph representing the distribution of C. A. (in months) for both groups, negroes and whites.*
Upper, Negroes; Lower, Whites.



median C. A. for this group is 177 months, or in years and months, 14-9. For the whites the mean is 159 months (median 159), or expressed in years and months, 13-3, a difference of 1 year and 6 months in the mean ages of the two groups. The mean standard deviation for the whites is 12.22 while that of the negroes is 14.76. The latter group deviates 2.54 more from the norm than the former.

Fig. 1 showing the distribution of C. A.'s for negroes and whites, graphically shows much overlapping in the frequency curves. The greatest number of frequencies occurring for the whites is 3; but that of the negroes 4. The frequencies seem fairly well distributed, however the range of the whites is greater. This is due to 1 extreme case in the white group, that of 17 years and above.

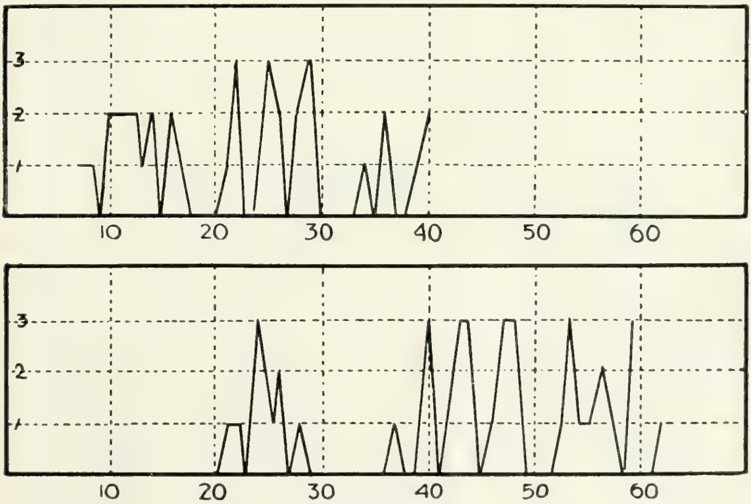
(*Graphs drawn by Mr. Fain.)

TABLE 4
Test I.—Intelligence (Raw Score)

Group B—Whites				Group A—Negroes			
No. of Cases	Median	Mean	Standard Dev.	No. of Cases	Median	Mean	Standard Dev.
47	44	42	11.84	47	22	20	8.83

Comparison of Intelligence. Table 4 shows the mean intelli-

FIG. 2. *Graph representing the distribution of scores in Intelligence for both groups, negroes and whites.*
Upper, Negroes; Lower, Whites.



gence score for the negroes to be 20 (median 22), while that of the whites is 42 (median 44). The standard deviation for the negroes is 8.83; that of the whites is 11.48. A difference in standard deviation of 3.01, that of the whites being the greater. The significant thing is that the per cent of the negroes reaching the mean score of the whites is zero, the highest score for the negroes being 40, whereas the mean for the whites is 42. Only 12.8 per cent of the negroes reach or exceed the first quartile (32) of the whites.

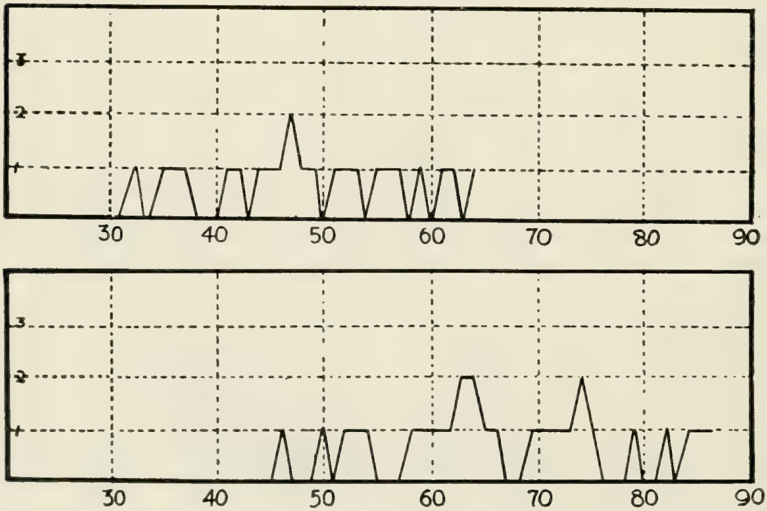
The distributions of scores for these two groups in intelligence are shown more graphically in Fig. 2. There is some overlapping, but note the range of the negro curve, the greatest score is 40 or about 65 per cent of the highest score for the whites. In the distribution here we have about 87 per cent of the negroes falling in the first quartile of the whites.

TABLE 5

Test II Achievement (Raw Score)

Group B—Whites				Group A—Negroes			
No of Cases	Median	Mean	S. Dev.	No. of Cases	Median	Mean	S. Dev.
43	64.0	63.0	3.13	40	48.7	49.4	8.46

FIG. 3. *Graph representing the distribution of scores in Achievements for both groups, negroes and whites.*
Upper, Negroes; Lower, Whites.



Achievements. Table 5 shows the central tendencies in achievements for both groups. The mean score for the whites is 63.0 (median 64.0) and the standard deviation 3.13. The mean score for the negroes is 49.4 (median 48.7) and a standard deviation for this group of 8.46. A difference of 13.6 between the means for the two groups, and a difference between the standard deviations of 4.33; the negroes being the greater. 2½ per cent of the negroes reach the mean score for the whites. Thus 97½ per cent falls below the mean score. But here 30 per cent of the negroes falls above the first quartile of the whites, with 70 per cent distributed in the first quartile.

The graph of the frequency curves for these two groups, Fig. 3, is noteworthy. Only once did as many as two cases have the same score in Group A. The whites, Group B, had slightly more cases deviating from the norm, but still relatively few. It is possible that the Composite Score of the Achievement Test, which is the sum of all the scores divided by 10, has had something to do with the shape of this curve. By dividing by 10, the frequencies would have only 1-10 the chance to occur.

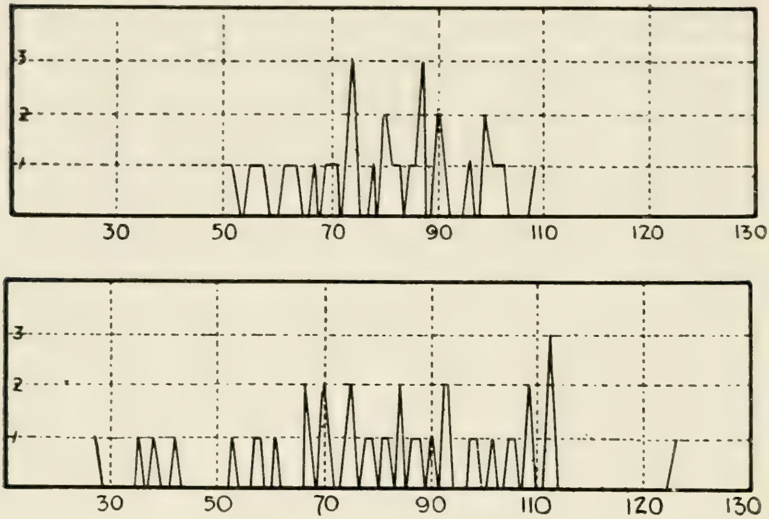
TABLE 6

Test III Ideals (Raw Score)

Group B—Whites				Group A—Negroes			
No. of Cases	Median	Mean	S. Dev.	No. of Cases		Median	S. Dev.
43	84.0	84.0	22.33	38	78.8	80.0	15.28

Ideals. Table 6 shows the mean score for ideals in Group B to be 84 (median 84), and a standard deviation of 22.33. For Group A, it will be seen from Table 6 that the mean score is 78.8 (median 80), and a standard deviation of 15.28. A difference in the mean scores of Groups A and B of 5.2; a difference between the mean standard deviations of 7.05. The whites here show the greater deviation. In this case about 36 per cent of the negroes reach or exceed the mean of the whites. 49 per cent of the negroes falls above the first quartile of the whites, whereas approximately 15 per cent of the negroes reach or exceed the third quartile of the whites.

FIG. 4. *Graph representing the distribution of scores in Ideals for both groups, negroes and whites.*
Upper, Negroes; Lower, Whites.



It will be seen from Fig. 4 that the range of the whites in ideals is much greater than that of the negroes and also there is much overlapping. Here again the distributions seem to run along fairly well together.

The scores of the ideals test for the negroes are relatively higher than for either the intelligence or achievement test. (See Tables 1 and 2.) This test was the last of the series to be administered, and the negroes had had some practice in taking the previous tests, hence this practice may have had its effect on these scores.

TABLES OF CORRELATION

The following formulae were used:

$$r = \frac{\Sigma XY}{\sqrt{\Sigma X^2 \Sigma Y^2}}$$ Pearson's product-moment method

$$P.E. = .6745 \frac{1 - r^2}{\sqrt{N}}$$

r = coefficient of correlation

P.E. = Probable Error

$$r12.3 = \frac{r12 - (r13 \times r23)}{\sqrt{\ }}$$

TABLE 7

Showing Coefficient of Correlation Between Chronological Ages and Intelligence—Whites and Negroes

Group B—Whites			Group A—Negroes		
No. of Cases	r	P.E.	No. of Cases		P.E.
47	.30	+ .009	47	.10	+ .087

TABLE 8

Showing Coefficient of Correlation Between Intelligence and Achievements—Negroes and Whites

Group B—Whites			Group A—Negroes		
No. of Cases	r	P.E.	No. of Cases	r	P.E.
43	7.2	+ .002	40	.497	+ .08

Partial correlation:

Showing coefficient of correlation between intelligence and achievement with the effect of age eliminated.

Group B (whites):

r12 (correlation between intelligence and achievements) = .728
r13 (correlation between intelligence and age) = .30
r23 (correlation between achievement and age) = .347

$$r12.3 = \frac{.62390}{.88905} = .70$$

Group A (negroes):

r12 (correlation between intelligence and achievements) = .497
r13 (correlation between intelligence and age) = .10
r23 (correlation between achievement and age) = .39

$$r12.3 = \frac{.4580}{.9162} = .50$$

TABLE 9

Showing Coefficient of Correlation Between Intelligence and Ideals Whites and Negroes

Group B—Whites			Group A—Negroes		
No. of Cases	r	P.E.	No. of Cases	r	P.E.
43	.503	+ .064	36	.377	+ .049

TABLE 10

Showing Coefficient of Correlation Between Chronological Ages and Achievements—Whites and Negroes

Group B—Whites			Group A—Negroes		
No. of Cases	r	P.E.	No. of Cases	r	P.E.
44	.347	+ .064	40	.391	+ .064

Partial correlation:

Showing coefficient of correlation between chronological ages and achievements with the effect of mental ability eliminated.

Group B (whites):

r12 (correlation between age and achievement) = .347
r13 (correlation between age and mental ability) = .30
r23 (correlation between achievements and mental ability) = .728

$$r12.3 = \frac{.12860}{.65399} = .19$$

Group A (negroes):

r12 (correlation between age and achievements) = .39
r13 (correlation between age and mental ability) = .10
r23 (correlation between achievements and mental ability) = .497

$$r12.3 = \frac{.34030}{.86340} = .39$$

TABLE 11

Showing Coefficient of Correlation Between Chronological Ages and Ideals—Whites and Negroes

Group B—Whites			Group A—Negroes		
No. of Cases	r	P.E.	No. of Cases	r	P.E.
43	.222	+ .08	38	.20	+ .065

TABLE 12

Showing Coefficient of Correlation Between Achievements and Ideals—Whites and Negroes

Group B—Whites			Group A—Negroes		
No. of Cases	r	P.E.	No. of Cases	r	P.E.
40	.53	+ .050	32	.379	+ .009

Discussion of Correlations:

Table 7 shows the coefficient of correlation between the C. A. and Intelligence of the whites to be .30, P. E. + .009; that of the negroes .10, P. E. + .07. In case of the whites the P. E. + .009 is very low; this is true also for the negroes, since the P. E. is only slightly higher, being + .047.

Table 8 shows the coefficient of correlation between intelligence and achievement of Group B to be .72, P. E. + .002; that of the negroes .497, P. E. + .08. In this case there seems to be a marked tendency toward a high correlation between intelligence and achievements for the whites. The tendency is not so marked for the negroes. This fact is further supported by the fact that when age was partialed out the correlation was still high.

Table 9 shows thc coeffficient of correlation between intelligence and ideals for Group B to be .503, P. E. + .046; that of Group A. .377, P. E. + .049.

In both cases correlations are found. This fact may indicate the reliability of my test.

Table 10 shows the coefficient of correlation between the C. A. and achievements, (intelligence ruled out), for Group B to be .347, P. E. + .064; that of Group A .391, P. E. + .064. Here Group A is a few points higher than Group B in its coefficient of correlation. When mental ability is partialed out there is still a tendency toward correlation.

Table 11 shows the coefficient of correlation between C. A. and Ideals for Group B to be .222, P. E. + .08; that of Group A .20, P. E. + .065. Here the increment of Group B over Group A is relatively small.

Table 12 shows the coefficient of correlation between achievements and ideals for Group B to be .53, P. E. + .050; that of Group A .379, P. E. + .009. Note again the correlations between these standardized tests and that of my own.

There seems to be a tendency toward positive correlations in all cases.

4. Summary and Tentative Conclusions:

1. Three tests were administered to the two groups, negroes and whites, of both sexes, and comparisons were made of ages, intelligence, achievements and ideals in each group. The results were then contrasted for both experimental groups.

2. The mean age of the negro was found to be 1 year and 6 months greater than the mean age of the whites.

3. The mean intelligence score of the negro is shown to be 20; that of the whites 42. The median I. Q. for the negroes is shown

to be 72; that of the whites 98. Only 12.8 per cent of the negroes reach or exceed the first quartile (32) of the whites.

4. In achievements 2½ per cent of the negroes attain or exceed the mean of the whites, but here 30 per cent of the negroes falls above the first quartile of the whites. This brings out the fact that approximately 2½ times as many negroes attain the first quartile of the whites, in achievements, as they do in intelligence.

5. In ideals the negroes show a slightly further rise in rating as compared with the whites. But note here that 36 per cent of the negroes attain or exceed the mean of the whites; 15 per cent of these exceed the third quartile of the whites. Table 6 shows that there is not such a marked difference between the means of the two groups; the difference being only 5.2 points. In range of ideals the whites are shown to be greater.

6. In most cases the coefficients of correlation seem relatively high for both groups. The range is from .10 to .728; the former being between the C. A. and intelligence for Group A, the latter, between achievements and intelligence for Group B.

From Tables 8 and 9 we may say the coefficients of correlation seem significant for both groups. They are as follows: Between intelligence and achievements, for Group B, r equals .728, P. E. + .002; for Group A, r equals .497, P. E. + .08. Between intelligence and ideals for Group B, r equals .503, P. E. + .046; for Group A, r equals .377, P. E. + .049.

7. From Table 8 we may conclude when the age factor is eliminated that there are fairly significant coefficients for correlation between intelligence and achievements for the two groups. For Group B, the partial correlation equals .70; for Group A, the partial correlation equals .50. We expect intelligence to be an important factor in achievements, although intelligence is not the only factor.

8. From Table 10 it may be said that the coefficients of correlation between C. A. and achievements, with the effect of mental ability eliminated, is very slight for both groups. For the whites, r equals .005; for the negroes r equals .004.

9. 1) It may be said that the marked difference between the intelligence of the negro and that of the white, as found by other investigators, has been borne out by the results obtained in this study, the whites being superior. 2) That a difference is shown between the achievements of the two groups, as measured by the Stanford Achievement Test, though relatively not quite so much, in this case, as in intelligence, yet still a marked difference, the whites being superior. 3) The whites are only slightly superior to the negroes as is shown by the results (comparing the means)

obtained from the Ideals Test. Here, however, the range is greater for the whites and still a difference is shown.

10. Our conclusions can be considered as suggestive only, on account of the small number of cases. We are especially interested in the effort to test ideals and present this study very largely in the interest of a contribution towards a method in this field.

BIBLIOGRAPHY.

L. M. Bristol, *Social Adaptation.* Harvard University Press, Cambridge. 1915.

J. M. Baldwin, *Handbook of Psychology.* Henry Holt Company, New York. 1890.

P. F. Voelker, *The Function of Ideals and Attitudes in Social Education.* Teachers College, Columbia University, Contributions to Education, No. 112. Teachers College, Columbia University, New York City. 1921.

T. F. Lentz, Jr., *An Experimental Method for the Discovery and Development of Tests of Character.* Teachers College, Columbia University Contributions to Education, No. 180. Teachers College, Columbia University, New York City. 1925.

C. A. Ellwood, *Sociology and Modern Social Problems.* American Book Company, New York. 1919.

T. J. Woofter, Jr., *Negro Migration.* W. D. Gray, 106 Seventh Ave., New York. 1920.

Joseph Peterson, *The Comparative Abilities of White and Negro Children.* Vol. 1, Serial No. 5, Comparative Psychology Monographs. Williams & Wilkins Company, Baltimore. 1923.

S. M. Derrick, *A Comparative Study of Intelligence of Seventy-five White and Fifty-five Colored College Students by the Stanford Revision of the Binet-Simon Scale.* Reprint from the Journal of Applied Psychology, Vol. IV. December. 1920.

R. Pintner, *Intelligence Testing.* Henry Holt & Company, New York. 1924.

The Pedagogical Seminary and Journal of Genetic Psychology. Vol. Nos. 1, 2, 3, and 4. 1925.

The Pedagogical Seminary, Vol. 31, Nos. 1. 2, and 3. March, June, and September, 1924.

The Journal of Applied Psychology, Vol. 1, No. 1, March, 1917; Vol. 2, No. 3. September, 1918; Vol. 4, No. 4, December, 1920; Vol. 8, No. 4, December, 1924; Vol. 9, No. 1, March, 1925.

The Journal of Educational Psychology, Vol. 17, No. 1, January, 1926.

Educational Funds and Associations Interested in Negro Education. Reprint from Bulletin, 1916, No. 38, of the Bureau of Education, Washington, D. C.

Journal of Experimental Psychology, Vol. 8, No. 5, October, 1925.

Phelps-Stokes Studies, Nos. 1 to 6. Bulletins of the University of Georgia, Athens, Georgia.

E. L. THORNDIKE, *Educational Psychology*, Vol. 3. Teachers College, Bureau of Publications, New York.

W. C. BAGLEY, *The Educative Process*. The Macmillan Company, New York. 1908.

APPENDIX A

Multiple-Choice—Test in Ideals

By JAMES R. PATRICK,

Fellow in Psychology, University of Georgia, March 5, 1926

For Grades 7-9

Score——————

Read This Page. Do What It Tells You to Do

Fill these blanks, giving your name, age, birthday, etc. Write plainly.

Name_____________________________Age last birthday______years

Birthday_____________ Teacher______________Date_________192__

month day

Grade__________ School_________________ City_______________

This is a test to see what your Ideals are. It contains items of different kinds listed (a), (b), (c), etc., under each question. Here is a sample exercise to show you how to answer these questions. Notice how the questions are answered.

Beauty—Does beauty mean to you?

No (a) ugliness. Answer **No.** I write No to the left of (a).

Yes (b) something that is pretty. Answer **Yes.** I write Yes to the left of (b).

0 (c) chair. Answer **0** (zero) a chair may be either beautiful or ugly. I write 0 to the left of (c). If you do not know write 0 to the left.

Yes (d) a pretty poem. **Yes.** I write Yes to the left of (d).

You see how it is done? Yes! Well, begin and go right on till you have finished. Don't stop.

MULTIPLE-CHOICE-TEST IN IDEALS

Ex. 1. Honesty—Does honesty mean to you?

(a) to pay one's just debts
(b) to pay a debt to someone who has forgotten you owe him
(c) to be forgetful
(d) to be careless
(e) to work hard to earn one's living
(f) to get the better of one in a trade
(g) to get one's own lessons
(h) to cheat on examination
(i) to destroy school property
(j) to "get by" without paying street car fare

Ex. 2. Trustworthiness—Does trustworthiness mean to you?

(a) to be depended upon
(b) to be as good as your word
(c) to be worthy of confidence
(d) to do one's duty to himself, to God, to his country
(e) to keep an engagement with a friend
(f) to keep an engagement with an enemy
(g) to do a mean trick when no one is looking
(h) to be neat
(i) to be obedient
(j) to refuse wrong change when given by mistake

Ex. 3. Loyalty—Does loyalty mean to you?

(a) to stick by the class to which one belongs
(b) to aid the teacher in directing the class or group
(c) to quit a task when your help is needed
(d) to be against a class or group outside your own
(e) to be ignorant
(f) to be wasteful
(g) to be impatient
(h) to do the right thing always
(i) to befriend the members of the family, the club, or any class you may belong
(j) to give in when you find you are wrong
(k) to do as one pleases
(l) to befriend a fellow who is shunned by the gang
(m) to support the group when it needs you even at a personal sacrifice
(h) to do all you can to keep a member of your class from being discovered in any wrong

Ex. 4. Service—Does service mean to you?

(a) to be helpful to one another
(b) to be successful
(c) to be a happy-go-lucky fellow
(d) to do a good deed every day
(e) to sit still when an elderly person is standing
(f) to help one's self at all times
(g) to not dare danger for other's sake
(h) to injure another
(i) to be spiteful
(j) to be cruel

Ex. 5. Sympathy—Does sympathy mean to you?

(a) to have a kindly feeling for your playmate
(b) to hate
(c) to envy

(d) to speak unkindly of others
(e) to tell the truth always
(f) to be cruel to dumb animals
(g) to visit the sick and needy
(h) to oppose school and study
(i) to be rude
(j) to help one who is in need just because some one is looking.

Ex. 6. Cooperation—Does cooperation mean to you?
(a) to strive to make a good school by yourself
(b) to have governments run by one man
(c) to win a game the school-team must play together
(d) to win a world war the Allied Nations must pull together
(e) to have every fellow working for himself alone
(f) to follow blindly a leader
(g) to let the community build the schools
(h) "team work"

Ex. 7. Initiative—Does initiative mean to you?
(a) to start at once the task assigned to you
(b) to think that leadership is necessary to a democracy
(c) to be slow
(d) to go on even though failure seems certain
(e) to be lazy
(f) to do and to say the right thing at the right time
(g) to do right though your classmates do not approve
(h) to avoid doing what others will not do
(i) to put off till tomorrow that which should be done today
(j) to do the customary thing
(k) to discover a better, a more direct way than the customary way

Ex. 8. Justice—Does justice mean to you?
(a) to have fair play in all your games
(b) "to do unto others as you would have them do unto you"
(c) to play favorites
(d) to be partial
(e) to take unfair advantage of some one
(f) to tell an unkind thing on some one
(g) to give to charity when loved ones are suffering
(h) to do right
(i) to do wrong
(j) to swindle

(k) to give everybody an opportunity to play in your games

Ex. 9. Self-control—Does self-control mean to you?

(a) to govern one's tongue
(b) to check one's tongue
(c) to direct one's thoughts
(d) to direct one's actions
(e) to be careless
(f) to be reckless
(g) to be quarrelsome
(h) to worry
(i) to be pleasant
(j) to obey the law without complaining because you do so
(k) to study
(l) to see the "pictures"
(m) to follow the crowd

Ex. 10. Tolerance—Does tolerance mean to you?

(a) to allow one to speak one's own thoughts
(b) to discover a good trait in some one else that you do not have yourself
(c) to be narrow-minded
(d) to think my own way is the only right way
(e) to be impolite
(f) to be open-minded
(g) to condemn in others something that you would not condemn in yourself

Ex. 11. Reverence—Does reverence mean to you?

(a) to respect the Church, the Sacred Scripture, and God
(b) to laugh at the Bible
(c) to disobey father and mother
(d) to respect the things for which the Flag stands
(e) to be a "tough"
(f) to forget Washington and Lee's birthdays
(g) to get drunk
(h) to respect old age
(i) to profane and swear

Ex. 12. Faith—Does faith mean to you?

(a) to have confidence in your parents
(b) to trust your playmates
(c) to not lend your knife
(d) to have faith in God and your fellow-man
(e) to not trust yourself in anything
(f) to operate a business
(g) to betray one's confidence

Ex. 13. Perserverance—Does perserverance mean to you?

(a) to stick to a task that is worthy of beginning
(b) to quit a task when it grows difficult
(c) to think all things come by waiting
(d) to believe that all great men become great by striving
(e) to look for "soft jobs"
(f) to be idle
(g) to be a loafer
(h) to push on when the odds are against you

Ex. 14. Which had you really rather do?

(a) to work hard for an honest living
(b) to sit on a soft seat with nothing to do
(c) to be a professional man (as Lawyer), a business man or laborer
(d) to be a soldier or a teacher
(e) to be a tramp
(f) to be a "hobo"
(g) to be a clown
(h) to be an honest, intelligent citizen

Are you studying and working to be what you want to be? If not, why not?

SCORING KEY—IDEALS TEST

C.R.—Correct Response.

Ex. 1—Honesty

Yes	C.R.	No	Items
+1	Yes	—3	(a)
+4	Yes	—2	(b)
0	0	0	(c)
—1	0	+1	(d)
—2	No	+1	(e)
—3	No	+2	(f)
+3	Yes	—1	(g)
—3	No	+2	(h)
—3	No	+2	(i)
—5	No	+2	(j)

Ex. 2—Trustworthiness

Yes	C.R.	No	Items
+2	Yes	—4	(a)
+2	Yes	—3	(b)
+3	Yes	—3	(c)
+4	Yes	—2	(d)
+1	Yes	—2	(e)
+5	Yes	—3	(f)
—5	No	+5	(g)
0	0	0	(h)
+1	Yes	—2	(j)

Ex. 3—Loyalty

Yes	C.R.	No	Items
+1	Yes	—2	(a)
+2	Yes	—1	(b)
—3	No	+3	(c)
—2	No	+2	(d)
0	0	0	(e)
0	0	0	(f)
0	0	0	(g)
+2	Yes	—3	(h)
+5	Yes	—3	(i)
+2	Yes	—1	(j)
—2	No	+2	(k)
+4	Yes	—1	(l)
+2	Yes	—1	(m)
—4	No	+2	(n)

Ex. 4—Service

Yes	C.R.	No	Items
+3	Yes	—3	(a)
0	0	0	(b)
—1	No	+1	(c)
+2	Yes	—4	(d)
—2	No	+3	(e)
—3	No	+1	(f)
—1	No	+2	(g)
—1	No	+2	(h)
0	0	0	(i)
0	0	0	(j)

Ex. 5—Sympathy

Yes	C.R.	No	Items
+2	Yes	—3	(a)
—2	No	+1	(b)
—1	No	+2	(c)
—3	No	+3	(d)
—1	No	+2	(e)
—1	No	+1	(f)
+4	Yes	—5	(g)
—2	No	+2	(h)
—2	No	+1	(i)
—4	No	+3	(j)

Ex. 6—Cooperation

Yes	C.R.	No	Items
—3	No	+2	(a)
—2	No	+3	(b)
+2	Yes	—2	(c)
+3	**Yes**	**—1**	**(d)**
—4	No	+3	(e)
—1	No	+2	(f)
+4	Yes	—2	(g)
+3	Yes	—5	(h)

Ex. 7—Initiative

Yes	C.R.	No	Items
+2	Yes	—3	(a)
+2	Yes	—1	(b)
0	0	0	(c)
+2	Yes	—4	(d)
—1	No	+1	(e)
+2	Yes	—1	(f)
+3	Yes	—3	(g)
—2	No	+3	(h)
—4	No	+2	(i)
—5	No	+1	(j)
+5	Yes	—1	(k)

Ex. 8—Justice

Yes	C.R.	No	Items
+2	Yes	—4	(a)
+1	Yes	—3	(b)
—3	No	+1	(c)
—3	No	+1	(d)
—5	No	+1	(e)
—2	No	+3	(f)
—3	No	+3	(g)
+1	Yes	—2	(h)
—2	No	+3	(i)
—3	No	+1	(j)
+4	Yes	—1	(k)

Ex. 9—Self-Control

Yes	C.R.	No	Items
+3	Yes	—1	(a)
+3	Yes	—1	(b)
+3	Yes	—1	(c)
+3	Yes	—1	(d)
0	0	0	(e)
—1	No	+2	(f)
—2	No	+2	(g)
0	0	0	(i)
+4	Yes	—3	(j)
+2	Yes	—1	(k)
0	0	0	(l)
—4	No	+5	(m)

Ex. 10—Tolerance

Yes	C.R.	No	Items
+3	Yes	—2	(a)
+4	Yes	—3	(b)
—3	No	+2	(c)
—4	No	+3	(d)
—2	No	+2	(e)
+5	Yes	—3	(f)
—3	No	+2	(g)

Ex. 11—Reverence

Yes	C.R.	No	Items
+4	Yes	—3	(a)
—3	No	+2	(b)
—2	No	+1	(c)
+3	Yes	—2	(d)
—1	No	+2	(e)
0	0	0	(f)
—2	No	+3	(g)
+2	Yes	—1	(h)
—4	No	+4	(i)

Ex. 12—Faith

Yes	C.R.	No	Items
+2	Yes	—3	(a)
+2	Yes	—3	(b)
—2	No	+1	(c)
+4	Yes	—5	(d)
—1	No	+2	(e)
+2	Yes	—1	(f)
—3	No	+2	(g)

Ex. 13—Perseverance

Yes	C.R.	No	Items
—2	Yes	—3	(a)
—4	No	+3	(b)
—2	No	+1	(c)
—1	Yes	—1	(d)
—1	No	+2	(e)
—2	No	+1	(f)
—3	No	+2	(g)
+3	Yes	—2	(h)

APPENDIX B

Appendix B is written to indicate another method of dealing with these data. A few concrete cases were taken ranking first, the intelligence test scores, letting the order of the scores of the achievement and ideals test fall where they would.

The same method of ranking was followed for the achievement and ideals tests. As many as 6 or 8 cases were taken as representative of the two groups A and B.

From the diagnostician's point of view, each individual subject is a clinical case. However, the body of this study deals with groups of students as found in every day school life and man is probably more alike than he is different. I shall not attempt to draw conclusions from these representative cases and there would be too much skewness to indicate them graphically, hence I shall merely give the rankings and tables. They are suggestive of method only.

Rank of subjects according to the scores obtained from Test I; also giving the order of rank of Tests I and II. The following table shows the order:

TABLE I

Group A.

Subject	Order of Rank Test 1	Order of Rank Test 2	Order of Rank Test 3
1	1	13	1
2	—	—	—
3	3	3	2
4	4	5	18
5	5	36	27
6	6	4	4

Group B.

1	1	8	10
2	2	4	8
3		1	2
4	—	—	—
5	5	11	25
6	6	7	2
7	7	2	31

Rank of subjects according to the scores obtained from Test II; also giving the order of rank of Tests I and II. The following table shows the order:

TABLE II

Group A.

Subject	Order of Rank Test 2	Order of Rank Test 1	Order of Rank Test 3
1	1	16	20
2	2	13	—
3	3	2	1
4	4	3	4
5	5	14	—
6	6	4	17

Group B.

1	1	2	2
2	2	4	30
3	3	11	12
4	4	3	8
5	5	9	9
6	6	5	20

Rank of subjects according to the scores obtained from Test III; also giving the order of rank of Tests I and II. The following table shows the order:

TABLE III

Group A.

Subject	Order of Rank Test 3	Order of Rank Test 1	Order of Rank Test 2
1	1	1	14
2	2	2	3
3	3	20	—
4	4	12	7
5	5	5	4
6	6	8	8

Group B.

1	1	11	10
2	2	4	5
3	3	2	1
4	4	6	15
5	5	9	16
6	6	21	13

GROUP A NEGROES

Subj.	Test III Score	Test I Score	Test II Score
1	108	40	52.7
2	108	39	61.7
3	102	19	---
4	100	26	56.8
5	99	34	60.3
6	99	29	57.9
7	96	17	32.7
8	90	16	53.8
9	90	16	41.5
10	87	29	46.8
11	87	22	60.3
12	87	22	49.8
13	86	26	59.0
14	85	27	---
15	84	29	49.6
16	83	30	---
17	82	11	41.3
18	81	30	---
19	81	22	88.6
20	80	36	59.6
21	80	19	57.2
22	74	19	46.3
23	74	12	55.6
24	74	13	51.2
25	73	25	48.9
26	73	23	64.0
27	71	19	47.6
28	70	23	45.6
29	69	36	36.0
30	67	10	47.9
31	64	14	46.9
32	63	10	35.6
33	58	22	44.8
34	57	14	---
35	56	12	48.7
36	55	7	30.8
37	52	18	46.0
38	51	8	37.9

GROUP B WHITES

Subj.	Test III Score	Test I Score	Test II Score
1	125	48	72.5
2	112	56	74.6
3	112	59	86.3
4	112	53	67.2
5	108	53	64.2
6	108	44	69.8
7	107	48	61.1
8	106	47	---
9	104	44	67.8
10	103	59	82.5
11	100	62	73.4
12	97	42	64.2
13	96	37	---
14	93	52	84.5
15	93	48	69.5
16	92	50	64.1
17	92	30	62.8
18	90	34	70.8
19	88	50	62.8
20	87	53	79.4
21	86	31	58.1
22	84	46	71.2
23	84	25	83.3
24	82	47	53.6
25	81	40	54.7
26	79	40	62.0
27	78	43	54.4
28	75	57	74.1
29	75	26	50.5
30	74	22	---
31	71	24	43.4
32	70	47	64.5
33	70	32	66.1
34	67	56	85.9
35	67	26	52.1
36	61	40	61.8
37	58	28	59.1
38	57	44	60.5
39	53	24	44.6
40	42	55	65.0
41	38	18	45.2
42	38	18	45.2
42	35	43	46.4
43	27	24	50.7

GROUP A NEGROES

Subj.	Test I Score	Test II Composite Score	Test III Composite Score
1	40	52.7	108
2	40	---	---
3	39	61.7	108
4	36	59.6	80
5	36	36.0	69
6	34	60.3	99
7	30	---	---
8	30	---	83
9	29	49.6	84
10	29	46.8	87
11	29	57.9	99
12	28	59.5	---
13	28	45.9	---
14	27	---	85
15	27	46.9	---
16	26	56.8	100
17	26	59.0	86
18	25	59.9	---
19	25	62.9	---
20	25	48.9	73
21	23	45.6	70
22	23	42.2	---
23	23	64.0	73
24	22	53.4	87
25	22	44.8	58
26	22	48.6	81
27	21	---	---
28	20	47.0	---
29	19	---	102
30	19	47.6	71
31	19	57.2	80
32	19	46.3	74
33	18	46.0	52
34	17	32.7	96
35	16	53.8	90
36	16	41.5	90
37	14	---	57
38	14	46.9	64
39	13	51.2	74
40	12	48.7	56
41	12	55.6	74
42	11	41.3	82
43	11	49.8	87
44	10	35.6	63
45	10	47.9	67
46	8	37.9	51
47	7	30.8	55

**41a and 42a are inserted to be used in the Supplement. (See Appendix B.)

GROUP B WHITES

Subj.	Test I Score	Test II Composite Score	Test III Composite Score
1	62	73.4	100
2	59	82.5	103
3	59	86.3	112
4	59	74.7	---
5	57	74.1	75
6	56	74.6	112
7	56	85.9	67
8	55	64.0	42
9	54	---	---
10	53	79.4	87
11	53	67.2	112
12	53	64.2	108
13	52	84.5	93
14	50	64.1	92
15	50	62.8	88
16	48	61.1	107
17	48	72.5	125
18	48	69.5	93
19	47	---	---
20	47	53.6	82
21	47	64.5	70
22	46	71.2	84
23	44	60.5	57
24	44	69.8	108
25	44	67.8	104
26	43	46.4	35
27	43	62.7	---
28	43	54.4	78
29	42	74.1	---
30	42	64.2	97
31	40	61.8	61
32	40	62.0	79
33	40	54.7	81
34	37	---	---
35	34	70.2	90
36	32	66.1	70
37	31	58.1	86
38	30	62.8	92
39	28	59.1	58
40	26	52.1	67
41	26	83.0	75
42	25	53.3	84
43	24	44.6	53
44	24	50.7	27
45	24	43.4	71
46	22	---	74
47	18	77.0	38

GROUP A NEGROES				GROUP B WHITES			
Subj.	Test III Score	Test I Score	Test II Score	Subj.	Test III Score	Test I Score	Test II Score
1	64.0	23	73	1	86.3	59	112
2	62.9	25	---	2	85.9	56	67
3	61.7	39	108	3	84.5	52	93
4	60.3	34	99	4	82.5	59	103
5	59.9	25	---	5	79.4	53	87
6	59.6	36	80	6	74.7	59	---
7	59.5	28	---	7	74.6	56	112
8	59.0	26	86	8	74.1	57	75
9	57.9	29	99	9	74.1	42	---
10	57.2	19	80	10	73.4	62	100
11	56.8	26	100	11	72.5	48	125
12	55.6	12	74	12	71.2	46	82
13	53.8	16	90	14	69.8	44	108
14	53.4	22	87	15	69.5	48	94
15	52.7	40	108	13	70.2	34	90
16	51.2	13	74	16	67.8	44	108
17	49.8	11	87	17	67.2	53	112
18	49.6	29	84	18	66.1	32	70
19	48.9	25	73	19	64.5	47	70
20	48.7	12	56	20	64.2	53	108
21	48.6	22	81	21	64.2	42	97
22	47.9	10	67	22	64.1	50	92
23	47.6	19	71	23	64.0	55	42
24	47.0	20	---	24	62.8	50	88
25	46.9	14	64	25	62.8	30	92
26	46.9	27	---	26	62.7	43	---
27	46.8	29	87	27	62.0	40	79
28	46.3	19	74	28	61.8	40	61
29	46.0	18	52	29	61.1	48	107
30	45.9	28	---	30	60.5	44	57
31	45.6	23	70	31	59.1	28	58
32	44.8	22	58	32	58.1	31	86
33	42.2	23	---	33	54.7	40	81
34	41.5	16	90	34	54.4	43	78
35	41.3	11	82	35	53.6	47	82
36	37.9	8	51	36	53.3	25	84
37	36.0	36	69	37	52.1	26	67
38	35.6	10	63	38	50.7	24	27
39	32.7	17	96	39	50.5	26	75
40	30.8	7	55	40	46.4	43	35
				41	45.2	18	38
				42	44.6	24	53
				43	43.4	24	71

Phelps-Stokes Fellowship Studies

1. **Woofter**, T. J. Jr. Negroes of Athens, Georgia. 1913. 62p. illus. map. 40 cents.
2. **Hill**, W. B. Rural survey of Clarke County, Georgia, with special reference to the negroes. 1915. 63p. illus. maps. 40 cents.
3. **Johnson**, M. K. School conditions in Clarke County, Georgia, with special reference to negroes. 1916. 50p. illus. maps. 35 cents.
4. **O'Kelley**, H. S. Sanitary conditions among the negroes of Athens, Georgia. 1918. 30p. 25 cents.
5. **Long**, F. T. Negroes in Clarke County, Georgia, during the Great War. 1919. 56p. 35 cents.
6. **Reed**, **Ruth**. The negro women of Gainesville, Georgia. 1921. 61p. illus. 40 cents.
7. **Scarbrough**, D. D. An economic study of negro farmers as owners, tenants and croppers. 1924. 37p. illus. 25 cents.
8. **Patrick**, J. R. A study of ideals, intelligence and achievements of negroes and whites. 1926. 48p. illus. diagrs. 40 cents.